



# How might we support a child with **Communication and Interaction** needs?

| <b>Quality 1<sup>st</sup> Teaching</b>   | <b>Planned Support in Class</b><br>-state which of adaptations will be made on the <b>Support Plan</b><br>-Specific suggestions from outside agencies would be included on the <b>Support Plan</b> also   | <b>Interventions / Personalised Support</b><br>-state which of adaptations will be made on the <b>Support Plan</b><br>-Specific suggestions from outside agencies would be included on the <b>Support Plan</b> also  | <b>Who can we refer to for assessment and support?</b>   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Termly meeting with parents (or come and see us at any time!)</li> <li>• Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language, chunking instructions, processing time</li> <li>• Use of 'Learning Partners / Talk Partners' to promote peer tutoring and learning.</li> <li>• Visual timetables</li> <li>• Structured school and class routines.</li> <li>• Use of symbols / visual prompts</li> <li>• Teach good listening skills</li> <li>• Clear, concise, consistent rules</li> </ul> | <ul style="list-style-type: none"> <li>• Say name 1<sup>st</sup> before any information/greetings given</li> <li>• Reduce language</li> <li>• Check information has been understood</li> <li>• Say thank you at the end of the sentence (indicates expectation)</li> <li>• Visual prompts and checklists</li> <li>• Visual timetable</li> <li>• Be careful about literal interpretations</li> <li>• Attempt to understand different way child may think, feel or perceive a situation</li> <li>• Allow extra time for processing</li> <li>• Be creative-use child's interests</li> <li>• Reward positives</li> <li>• Plan ahead-warn of rather than avoid change</li> <li>• Signal when questions are about to be asked</li> <li>• Unspoken cues to refocus</li> <li>• Decrease length of activity</li> <li>• Alternate between physical and mental activity (send to office for a chore etc.)</li> <li>• Fiddle toy</li> <li>• Task plan to remember tasks</li> <li>• NOW/NEXT board</li> <li>• Adult support and modelling in listening sessions</li> <li>• Sensory breaks (10 sec / 20 sec / 1 min time out to break up sessions)</li> <li>• 'I need help card'</li> <li>• Traffic light cards on table to show how feeling</li> </ul> | <ul style="list-style-type: none"> <li>• Individual targets</li> <li>• 1:1 speech and language programme from SLT</li> <li>• Small group speech and language programme (eg. Speechlink)</li> <li>• Access to Speech and Language Therapist.</li> <li>• Individual workstations</li> <li>• Intensive Interaction sessions</li> <li>• 1:1 adult support</li> <li>• Flexible timetable</li> <li>• Start and Finish boxes</li> <li>• Sensory equipment</li> <li>• Visual prompt cards</li> <li>• Social stories</li> <li>• Autism/Communication training for staff</li> <li>• Communication Aids (Makaton/Picture cues)</li> <li>• Social skills intervention group</li> <li>• Circle of friends</li> <li>• Listening groups</li> <li>• Active Listening</li> <li>• Listening skills</li> <li>• Listen, Think, Do activities</li> <li>• Barrier games</li> <li>• Lego Therapy</li> <li>• Teach self-help strategies</li> <li>• Access to sensory room (in Class 1 Area)</li> <li>• Activities to desensitise sensory issues</li> </ul> | <ul style="list-style-type: none"> <li>• SEND Hub</li> <li>• Educational Psychologist</li> <li>• GP</li> <li>• SALT (Speech and Language Therapy)</li> <li>• Speechlink assessment</li> <li>• GP can refer to BeU for autism assessments</li> <li>• School Nursing Service</li> <li>• CAMHS</li> <li>• Compass Buzz</li> </ul> |

# 6 Fundamentals of teaching at Brompton and Sawdon Community Primary School

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

| 6 Fundamentals   | How you will see this in classes  | Whole school SEND provision<br><small>From EEF research regarding effective SEND provision</small>  |
|--|---|---|
| 1) Activating and building upon prior learning / retrieval   | <ul style="list-style-type: none"> <li>• Pupils recall past learning each lesson using Bespoke Assessment / <b>Retrieval exercises</b></li> <li>• Bespoke Assessment materials used to <b>refer to previous lessons (recap)</b> and outline how this will help the children learn in this lesson</li> <li>• <b>Gaps identified in knowledge / understanding are addressed</b> on a 1:1, group or class basis</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Cognitive strategies</b> (techniques teachers use that explicitly support pupils to learn and retain info)</li> <li>• <b>Metacognitive strategies</b> (pupils thinking about their own thinking / learning)</li> </ul>                          |
| 2) Behaviour   | <ul style="list-style-type: none"> <li>• <b>Positive approach:</b> celebrate pupils doing things well</li> <li>• <b>Lessons are pacy</b> / verbal <b>inputs minimised</b></li> <li>• Pupils know how to <b>work well with their peers / BBBB</b></li> <li>• <b>Any poor behaviours are noticed and addressed</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Timer</li> <li>• Visual timetable</li> <li>• I do, we do, you do approach</li> <li>• <b>Explicit instructions</b> (eg. checking student understanding more frequently and modelling a task before students begin to work independently)</li> </ul> |
| 3) Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers | <ul style="list-style-type: none"> <li>• Tasks or content <b>adapted so all can access / achieve</b></li> <li>• Range of Assessment for learning strategies used so adults know who needs challenge or support</li> <li>• Knowledge deepened for those needing challenge:               <ul style="list-style-type: none"> <li>-teaching others</li> <li>-creating own questions</li> <li>-complete a more complex task</li> <li>-applying knowledge in a different context (eg. where else might a material in science)</li> <li>-Looking at things from a different angle (eg. what of there wasn't air resistance?)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• <b>Tasks scaffolded</b></li> <li>• <b>Use of Technology</b></li> <li>• <b>Flexible groupings</b> / paired work</li> <li>• Alternative recording</li> </ul>   |
| 4) Questioning   | <ul style="list-style-type: none"> <li>• Mix of <b>Open / Closed</b></li> <li>• To <b>assess</b></li> <li>• <b>Cold Calling / No hands up</b></li> <li>• <b>Follow up questions / challenge:</b> 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'...</li> </ul>  |   |
| 5) Vocabulary  | <ul style="list-style-type: none"> <li>• <b>Precisely modelled</b></li> <li>• <b>Accurate spelling expected of key words</b></li> <li>• <b>Displayed for reference</b></li> <li>• <b>Precise use expected</b> (also part of recap/retrieval)</li> </ul>   | <ul style="list-style-type: none"> <li>• Key words accessible / provided</li> </ul>   |
| 6) Feedback  | <ul style="list-style-type: none"> <li>• Highest expectations of <b>presentation- every time</b></li> <li>• <b>Meaningful, manageable, motivating(challenging)</b></li> <li>-policy followed</li> <li>-corrections marked</li> <li>• <b>All work marked / noted</b>      *Key Vocabulary corrected</li> </ul>   |   |
|  |   | <p>These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.</p>   |